



## THE EFFECT OF COOPERATIVE LEARNING MODEL OF STRUCTURED NUMBERED HEAD (SNH) ON THE LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION

Amirudin

Fakultas Agama Islam, Universitas Singaperbangsa Karawang, Indonesia

[amirudin@staff.unsika.ac.id](mailto:amirudin@staff.unsika.ac.id)

---

Received: 21-02-2022

Revised: 13-04-2022

Accepted: 02-06-2022

---

### Abstract

This research is based on students' habits if given group assignments always rely on other friends. To overcome this, it is necessary to apply a cooperative learning model of the numbered head type structure (structured numbered head), the method used is a descriptive quantitative method using correlation studies with cause and effect study. The population is 355 students (all grade VII students). While sampel 20% or as many as 72 students. Data is collected using questionnaires. Statistical analysis measures use partial tests, normality tests, correlation tests, hypothesis tests and influence tests. The calculation of variable X and variable Y obtained a value of 59.11 and a value of 1.99. Then it can be concluded that  $t_{hitung} > t_{tabel}$ , meaning that the hypothesis that the author proposed is accepted. This means that there is a positive or significant influence between the Structured Numbered Heads (SNH) Type Cooperative Learning Model on the Learning Outcomes of Students of Islamic Religious Education Subjects Class VII SMP Negeri 5 Karawang Karawang Regency. While the calculation of the correlation coefficient of 0.99 can be categorized as a perfect correlation because it is between 0.81 - 1.00. There is a degree of correlation or influence of variable X on variable Y of 0.14. So obtaining the influence of variable X on variable Y by 86% means that there are 14% other factors that can affect the Learning Outcomes of Students of Islamic Religious Education Subjects Class VII SMP Negeri 5 Karawang Karawang Regency.

**Keywords:** Cooperative Head Type Numbered Structure, Learning Outcomes, Islamic Religious Education

### Abstrak

Penelitian ini berdasarkan pada kebiasaan siswa jika diberi tugas kelompok selalu mengandalkan teman yang lain. Untuk mengatasi hal tersebut, perlu diterapkan model pembelajaran kooperatif tipe kepala bernomor struktur (structured numbered head), Metode yang digunakan yaitu metode kuantitatif deskriptif dengan menggunakan studi korelasi dengan study sebab akibat. Populasi berjumlah 355 siswa (seluruh siswa kelas VII). Sedangkan sampel 20 % atau sebanyak 72 siswa. Data dikumpulkan dengan menggunakan angket. Langkah-langkah analisis statistik menggunakan uji parsial, uji normalitas, uji korelasi, uji hipotesis dan uji pengaruh. Dari hasil perhitungan variabel X dan variabel Y diperoleh nilai  $t_{hitung}$  yaitu 59,11 dan nilai  $t_{tabel}$  yaitu 1,99. Maka dapat disimpulkan bahwa  $t_{hitung} > t_{tabel}$ , artinya hipotesis yang penulis ajukan diterima. Hal ini berarti terdapat pengaruh positif atau signifikan antara Model Pembelajaran Kooperatif Tipe kepala Bernomor Struktur (Structured Numbered Heads (SNH)) terhadap Hasil Belajar Siswa Mata Pelajaran Pendidikan

*Agama Islam Kelas VII SMP Negeri 5 Karawang Kabupaten Karawang. Sedangkan hasil perhitungan dari koefisien korelasi sebesar 0,99 dapat dikategorikan korelasi sempurna karena berada diantara 0,81 – 1,00. Terdapat derajat korelasi atau adanya pengaruh dari variabel X terhadap variabel Y sebesar 0,14. Maka diperoleh pengaruh variabel X terhadap variabel Y sebesar 86 % berarti terdapat 14 % faktor lain yang dapat mempengaruhi Hasil Belajar Siswa Mata Pelajaran Pendidikan Agama Islam Kelas VII SMP Negeri 5 Karawang Kabupaten Karawang.*

**Kata Kunci:** *Kooperatif Tipe Kepala Bernomor Struktur, Hasil Belajar, Pendidikan Agama Islam*

## INTRODUCTION

Education is a series of interactive activities between adults and students that are carried out face-to-face or by using the media to assist in the overall development of students.<sup>1</sup> The quality of education can be achieved if the teaching process is effective, directed, and by the learning objectives.<sup>2</sup> Education is one of the essential parts of human life, so a person's character is primarily determined by the good or bad quality of education.<sup>3</sup> Education is interaction between teachers and students, where teachers educate students intending to develop them into better individuals.<sup>4</sup> With religious education, a person can change their behaviour or that of the surrounding community with the knowledge they have acquired.<sup>5</sup> Explained that their mental states change when students learn. Learning events require teachers because the teacher's task is to foster, guide, and direct student learning activities to achieve the previously designed results. Teachers are expected to create conducive classroom conditions and an atmosphere. Namely, a learning atmosphere that is fun and attractive provides a sense of security. It includes space for students to think actively, creatively, and innovatively in exploring their abilities to achieve the expected learning goals.<sup>6</sup>

Teachers' less effective methods can make students bored and reluctant to think actively; it can impact the student learning process; namely, students become less interested in learning Islamic Religious Education. Especially when the teacher gives group assignments, not a few passive students then underestimate the responsibility of their respective duties in each group. Only a few students can be responsible for the task. Sometimes, some obstacles can hinder the ongoing learning process in group learning. The blocks that arise can be caused by several factors, one of which is the lack of creativity of a teacher to create pleasant learning conditions by using several variations and learning models that are by the material to be taught. To overcome the problem of boring methods, the teacher should use learning models that are

---

<sup>1</sup> Amirudin Amirudin and Iqbal Amar Muzaki, "Life Skill Education and It'S Implementation in Study Programs Islamic Religious Education," *Jurnal Tarbiyah* 26, no. 2 (2019): 278–93, <https://doi.org/10.30829/tar.v26i2.485>.

<sup>2</sup> Amirudin Amirudin and Iqbal Muzaki, "Rendering Learning Approach With Islamic Religious Education Subjects and Students Accounting XI Relationship with Management and Business," 2019, <https://doi.org/10.4108/eai.17-10-2019.2289728>.

<sup>3</sup> Amirudin, "Pendidikan Karakter Dalam Kaulinan Budak Baheula: Studi Nilai Pendidikan Karakter Melalui Permainan Anak Tradisional Sorodot Gaplok Dari Jawa Barat," *Pendidikan Karakter* 1, no. 1 (2018): 74–87, <https://doi.org/10.14421/al-bidayah.v10i2.160>.

<sup>4</sup> Andri Budianto, Amirudin, and Iqbal Amar Muzaki, "Peranan Pendidikan Agama Islam Dalam Mengembangkan Kecerdasan Spiritual, Emosional, Sosial Dan Intelektual Siswa Di Sekolah Menengah Pertama (Penelitian Di Kelas VIII SMP Islam Telukjambe)," *Jurnal Wabana Karya Ilmiah* 4, no. 1 (2020): 487–97.

<sup>5</sup> Dimiyati & Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: Rineka Cipta, 2006).

<sup>6</sup> Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algesindo, 2014).

by the material to be delivered to increase the activity of all students and motivate them so that learning is not dull and monotonous. So that student learning outcomes can increase according to the standards set by the school. One of the efforts made by looking at these problems is that it is necessary to have a suitable model that is not boring to make students active and directly involved in the learning process. So, it is hoped that the right model is to use a cooperative learning model of the Structured Numbered Heads (SNH) type.

## METHOD

The researcher used quantitative research methods. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine specific populations or samples, data collection using research instruments, and data analysis are quantitative/statistical to test predetermined hypotheses.<sup>7</sup> In this research, the writer uses the descriptive method. The descriptive study investigates circumstances, conditions, situations, events, and others. The form of descriptive methods can be divided into five types, namely: 1) Pure Descriptive or survey, 2) Correlation, 3) Comparison, 4) Tracing, and 5) Evaluation. Several data collection techniques used in scientific research are interview methods, questionnaires, observation, and documentation.

### Population

In this study, the population was seventh-grade students of SMP Negeri 5 Cikarang Utara which consisted of 9 classes with a total of 355 students. With the following table details:

Table. 1 Population

| No    | Class  | Number of Students |        | Total |
|-------|--------|--------------------|--------|-------|
|       |        | Male               | Female |       |
| 1     | VII. 1 | 23                 | 17     | 40    |
| 2     | VII. 2 | 21                 | 18     | 39    |
| 3     | VII. 3 | 22                 | 18     | 40    |
| 4     | VII. 4 | 16                 | 23     | 39    |
| 5     | VII. 5 | 16                 | 23     | 39    |
| 6     | VII. 6 | 16                 | 24     | 40    |
| 7     | VII. 7 | 17                 | 23     | 40    |
| 8     | VII. 8 | 23                 | 17     | 40    |
| 9     | VII. 9 | 13                 | 25     | 38    |
| Total |        | 167                | 188    | 355   |

Source: Data of number of students at SMP Negeri 5 North Cikarang

### Sample

The **sample** in this study was 20%, namely 72 students from 355 class VII population of SMP Negeri 5 Cikarang Utara, Bekasi Regency. Because the number of 72 students is considered to represent the existing class.

---

<sup>7</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2017).

## Theoretical Foundation

Cooperative learning is a learning model designed to teach academic skills and social skills. Collaborative learning is not a new idea in education; some teachers only use this method for specific purposes, such as group assignments. Cooperative learning refers to various teaching methods where students work in small groups to help each other, discuss problems to hone their knowledge, and close gaps in each other's understanding.

Taniredja mentions the characteristics of cooperative learning, namely: (1) Studying together with friends, (2) during the learning process, there is face to face between friends, (3) Listening to each other's opinions between group members, (4) Learn from your friends in groups, (5) Study in small groups, (6) Productive talking or expressing opinions, (7) The decision depends on the students themselves, (8) Students are active.<sup>8</sup>

The structured numbered heads (SNH) cooperative learning model modifies the Number Head Together learning model. In this structured numbered head learning, students are grouped by number, and each number gets a different task and can later join other groups with the same number to work together.<sup>9</sup> Meanwhile, according to Huda, The Structured Numbered Heads (SNH) learning model is the development of Number Head Together to facilitate group formation and task design. This numbered head technique can be assigned to permanently formed groups. That is, students are asked to remember the group and its number. So that there is an even distribution of responsibilities, assignments based on numbers can be changed and alternated. For example, student number 1 is tasked with collecting data; at subsequent meetings, they can be charged with reporting the results of their group work. This technique of numbered head structure can change the group's composition more efficiently. At certain times students can leave their groups to discuss with other groups with the same number.<sup>10</sup>

According to Riyanto, the cooperative learning model for structured numbered heads (SNH) is as follows: (1) Students are divided into groups; each student in the group gets a number. (2) Assignments to students are given according to the number of sequential tasks. For example, student number one is in charge of recording questions, student number two is working on questions, and student number 3 reports the results of his work. (3) necessary, the teacher can cooperate between groups according to their number. Students are asked to leave their group temporarily to discuss with other groups with the same number. Thus, students can help each other or match the results of their work. (4) Reports on results and responses from other groups. (5) Formulate conclusions.<sup>11</sup>

Aqib explained that the structured numbered heads (SNH) learning model modified the numbered head together (NHT) learning model. The fundamental difference between the two is in the assignment and the entry and exit of group members.<sup>12</sup> In group learning activities,

---

<sup>8</sup> Tukiran dkk Taniredja, *Model-Model Pembelajaran Inovatif Dan Efektif* (Bandung: Alfabeta, 2013).

<sup>9</sup> Anita Lie, *Cooperative Learning: Practicing Cooperative Learning in Classrooms* (Jakarta: Grasindo, 2002).

<sup>10</sup> Lenang Mayang Sari, "Pengaruh Model Pembelajaran Kooperatif Tipe Structured Numberd Heads (SNH) Terhadap Hasil Belajar Pendidikan Agama Islam Siswa Kelas VIII Sekolah Menengah Pertama (SMP) Nurul Iman Palembang," 2017.

<sup>11</sup> Yatim Rianto, *Paradigma Baru Pembelajaran* (Jakarta: Kencana, 2009).

<sup>12</sup> Zainal Aqib, *Model-Model, Media, Dan Strategi Pembelajaran Kontekstual (Inofatif)* (Bandung: Yrama Widiya, 2013).

each student is given a number, and the same number is given the same task. Thus, students with the same number from other groups can work together and discuss problems to solve problems. Learning (Structured Numbered Heads (SNH)) causes students to be more active in education because it stimulates students to think and work together to solve problems they face. The social effects of cooperative learning also make it easier for students to learn to carry out individual responsibilities as group members.

As the researcher observed at SMP Negeri 5 north Cikarang, Bekasi Regency, researchers found problems in the classroom, namely, when students were given group assignments. Still, not all students in the group could be active, work together and be responsible for the group assignments. This resulted in the learning outcomes obtained by students being less than satisfactory because they did not meet the absolute limit set by the school.

## RESULTS AND DISCUSSION

Counting  $t_{tabel}$  with a significance level of 5% and degrees of freedom  $72-2 = 70$  are not contained in the table, then the value of  $t_{tabel}$  can be found by interpolation as follows:

$$\begin{array}{lcl} t_{0,95} (60) & \longrightarrow & 2,000 \\ t_{0,95} (120) & \longrightarrow & 1,980 \end{array} \left. \vphantom{\begin{array}{l} 2,000 \\ 1,980 \end{array}} \right\} \begin{array}{l} t_{0,95} (70) = 2,000 - 10/60 (0,02) \\ = 2,000 - 0,033 \\ = 1,99 \end{array}$$

Hypothesis Testing  $H_a$  is accepted if the value of

$t_{hitung} > t_{tabel}$  or vice versa. From the calculation results, obtained the value of  $t_{hitung}$  i.e. 59.11 and the value of  $t_{tabel}$  that is 1,99. Then it can be concluded that  $t_{hitung} > t_{tabel}$ , it means that the hypothesis that the author proposes is accepted. This means that there is a positive or significant influence between the Cooperative Learning Model Type Structured Numbered Heads (SNH) on Student Learning Outcomes of Islamic Religious Education Subject Class VII SMP Negeri 5 North Cikarang, Bekasi Regency. The results of the calculation of the correlation coefficient of 0.99 can be categorized as a perfect correlation because it is between 0.81 - 1.00.

Testing the degree of influence of variable X on Variable Y Determine whether there is a degree of correlation or the presence of an influence with the formula:

$$= \sqrt{1 - r^2}$$

$$K = \sqrt{1 - (0,99)^2}$$

$$K = \sqrt{1 - 0,9801}$$

$$K = \sqrt{0,0199}$$

$$K = 0,14$$

Thus it can be seen that the degree of correlation or the influence of the X variable on the Y variable is 0.14.

a. Calculating the high and low influence of variable X on variable Y:

$$E = 100 (1 - K)$$

$$E = 100 (1 - 0,14)$$

$$E = 100 (0,86)$$

$$E = 86 \%$$

From the calculation results above, the effect of variable X on variable Y is 86%, meaning that there are 14% other factors that can affect Student Learning Outcomes of Islamic Religious Education Subjects Class VII SMP Negeri 5 North Cikarang, Bekasi Regency.

The results of the calculation of the variable X and variable Y obtained the values of 59, 11, and 1, 99. So it can be concluded that  $r = 0.99$ , it means that the hypothesis that the author proposes is accepted. This means a positive or significant influence between the Cooperative Learning Model Type of Structured Numbered Heads (SNH) on Student Learning Outcomes of Islamic Religious Education Subject Class VII SMP Negeri 5 North Cikarang, Bekasi Regency. The calculation of the correlation coefficient of 0.99 can be categorized as a perfect correlation because it is between 0.81 - 1.00. There is a degree of correlation or the influence of variable X on variable Y of 0.14. Then the effect of variable X on variable Y of 86% means 14% of other factors that can affect Student Learning Outcomes of Islamic Religious Education Class VII SMP Negeri 5 north Cikarang Bekasi Regency.

Because a positive correlation is obtained, it can be ascertained that the Cooperative Learning Model Type Structured Numbered Heads (SNH) influences Student Learning Outcomes of Islamic Religious Education Subjects Class VII SMP Negeri 5 Cikarang Utara. Student Learning Outcomes of Islamic Religious Education Subject Class VII SMP Negeri 5 Cikarang Utara can be achieved well if supported by applying appropriate learning models, one of which is the Cooperative Learning Model with Structured Numbered Heads (SNH).

## CONCLUSION

After the researchers conducted research by distributing questionnaires to 72 students as respondents regarding the Effect of the Structured Numbered Heads (SNH) Cooperative Learning Model on Student Learning Outcomes of Islamic Religious Education Subject Class VII SMP Negeri 5 north Cikarang, based on the result, the researcher can draw the following conclusions: (1) The implementation of the Cooperative Learning Model with Structured Numbered Heads (SNH), which includes: 1) group division, 2) group assignment, 3) number division, 4) task division according to number, 5) group discussion, 6) discussion between groups with the same number, 7) conclusions from the results of the discussion, obtained an average number of 3.58. The average value is in the interval 3.5 – 4.5, which means it can be concluded that the structured numbered heads (SNH) cooperative learning model is included in the high category. (2) Student learning outcomes: 1) cognitive, 2) affective, and 3) psychomotor; the average obtained is 3.504. The average value is in the interval 3.5 – 4.5, which means it can be concluded that the structured numbered heads (SNH) cooperative learning model is included in the high category.

## REFERENCES

- Amirudin. "Pendidikan Karakter Dalam Kaulinan Budak Baheffectivei Nilai Pendidikan Karakter Melalui Permainan Anak Tradisional Sorodot Gaplok Dari Jawa Barat." *Pendidikan Karakter* 1, no. 1 (2018): 74–87. <https://doi.org/10.14421/al-bidayah.v10i2.160>.
- Amirudin, Amirudin, and Iqbal Muzaki. "Rendering Learning Approach With Islamic Religious

- Education Subjects and Students Accounting XI Relationship with Management and Business,” 2019. <https://doi.org/10.4108/eai.17-10-2019.2289728>.
- Amirudin, Amirudin, and Iqbal Amar Muzaki. “Life Skill Education and It’S Implementation in Study Programs Islamic Religious Education.” *Jurnal Tarbiyah* 26, no. 2 (2019): 278–93. <https://doi.org/10.30829/tar.v26i2.485>.
- Amirudin. "Peran Manajemen di Perguruan Tinggi dan Implementasinya di Fakultas Agama Islam (FAI) UNSIKA" *Jurnal Nasional Pendidikan Islam Rabbani* Vol. 1 No. 1 (2017).
- Amirudin. "Transpormasi Intelektual melalui Penerbitan Buku-buku Islam serta Pengaruhnya terhadap Dakwah Islam" *Jurnal Studi Al Qur'an*, Vol. 11, No. 2, Juli 2015, ISSN. 0216-1648.2339-2614, halaman 166-181<http://journal.unj.ac.id/unj/index.php/jsq/issue/view/459>
- Aqib, Zainal. *Model-Model, Media, Dan Strategi Pembelajaran Kontekstual (Inofatif)*. Bandung: Yrama Widiya, 2013.
- Budianto, Andri, Amirudin, and Iqbal Amar Muzaki. “Peranan Pendidikan Agama Islam Dalam Mengembangkan Kecerdasan Spiritual, Emosional, Sosial Dan Intelektual Siswa Di Sekolah Menengah Pertama (Penelitian Di Kelas VIII SMP Islam Telukjambe).” *Jurnal Wahana Karya Ilmiah* 4, no. 1 (2020): 487–97.
- Dimiyati & Mudjiono. *Belajar Dan Pembelajaran*. Jakarta: Rineka Cipta, 2006.
- Lie, Anita. *Cooperative Learning: Practicing Cooperative Learning in Classrooms*. Jakarta: Grasindo, 2002.
- Rianto, Yatim. *Paradigma Baru Pembelajaran*. Jakarta: Kencana, 2009.
- Sari, Lenang Mayang. “Pengaruh Model Pembelajaran Kooperatif Tipe Structured Numberd Heads (SNH) Terhadap Hasil Belajar Pendidikan Agama Islam Siswa Kelas VIII Sekolah Menengah Pertama (SMP) Nurul Iman Palembang,” 2017.
- Sudjana, Nana. *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo, 2014.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan Re&D*. Bandung: Alfabeta, 2017.
- Taniredja, Tukiran dkk. *Model-Model Pembelajaran Inovatif Dan Efektif*. Bandung: Alfabeta, 2013.